DOCUMENT RESUME

ED 378 090 SO 024 369

AUTHOR Speirs, Robert
TITLE Decreasing Suspensions in Grades Nine through Twelve through the Implementation of a Peace Curriculum.
PUB DATE 94
NOTE 78p.; Ed.D Practicum, Nova University.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Behavior Problems; *Classroom Techniques; *Conflict Resolution; Curriculum Development; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; *Peace; Role of Education; Self Esteem; Student Behavior; *Suspension
IDENTIFIERS *Peace Education

ABSTRACT

This practicum was designed because out of school suspensions as a disciplinary procedure were not effective in changing students' behaviors. The students felt angry and rejected by the teachers, and they did not feel part of the school culture. The practicum offered a peace curriculum designed to be used in content academic areas, small groups, and with mentors. The study involved a peace curriculum that included problem-solving activities that encouraged students to develop alternatives to oppositional, defiant, and disruptive behaviors. The peace curriculum offered students the opportunity to participate in class discussion without the fear of failure. By preventing behaviors that emerged when students became frustrated because they did not know how to control their behaviors, the peace curriculum offered students the opportunity to develop fair and just attitudes. Analysis of the data revealed that out of 292 students referred for discipline, more than 83 students received an alternative form of discipline rather than out of school discipline or suspension. The cumulative number of out-of-school suspensions received by exceptional education students was reduced. The number of classroom teachers implementing behavior strategies in their classrooms increased because of the introduction of the peace curriculum. Nine appendices conclude the paper: (1) discipline system student listing; (2) teacher survey; (3) disciplinary referral form; (4) student assistance team response form; (5) lessons for mentors; (6) lessons for small groups; (7) content specific lessons for the classroom teacher; (8) mentor survey; and (9) rules for small group instruction. Contains 38 references. (Author/DK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 378 090

Decreasing Suspensions in Grades Nine Through Twelve Through the Implementation of a Peace Curriculum

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ROBERT SPEIRS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Robert Speirs

Cluster 47

A Practicum II Report Presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

SO 024 369

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Gretchen Shapker

Gretchen M. Shapker

Principal

Title

Seminole High School
2701 Ridgewood Ave
Sanford, Fl. 32771

April 15, 1994.

Date

This practicum report was submitted by Robert Speirs under direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 20, 1994

Date of Final Approval of Report

Mary Ellen Sapp

Mary Ellen Sapp, Ph.D., Advisor

ACKNOWLEDGMENTS

A peace curriculum like this can only be developed with the contributions and encouragement of many people. I would like to thank the following people:

Glen Pickard, for all of his support, assistance, and help he has given to move this peace curriculum towards completion. He has reviewed and contributed many activities to be considered for inclusion in the final product.

Gretchen M. Schapker, high school principal, for allowing the peace curriculum to be implemented as part of the school improvement plan, and for acting as practicum verifier.

John Cullum, for his thoughtful comments and patience when he edited the peace curriculum.

Dr. Mary Ellen Sapp, for acting as practicum advisor and offering many helpful suggestions which helped improve the peace curriculum. Her openness to creative problem-solving made the task of completing the curriculum enjoyable.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL PAGE	ii
ACKNOWLEDGMENT	iii
TABLE OF CONTENTS	iv
ABSTRACT	vii
Chapter	
I INTRODUCTION	1
Description of Community	1
Writer's Work Setting and Role	4
II STUDY OF THE PROBLEM	6
Problem Description	6
Problem documentation	9
Causative Analysis	10
Relationships of the Problem to the Literature	13
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	22
Goals and Expectations	22
Expected Outcomes	22
Measurement of Outcomes	23
IV SOLUTION STRATEGY	25
Discussion and Evaluation of Solutions	25
Description of Solution Selected	33
Report of Action Taken	34

V RESULTS, DISCUSSION AND RECOMMENDATIONS 37

Results 37
Discussion 39
Recommendations 42
Dissemination 43

REFERENCES 44

Appendices

A DISCIPLINE SYSTEM STUDENT LISTING 49
B TEACHER SURVEY 51
C DISCIPLINE REFERRAL FORM 53
D STUDENT ASSISTANT TEAM RESPONSE FORM 55
E LESSONS FOR MENTORS 57
F LESSONS FOR SMALL GROUPS 61
G CONTENT SPECIFIC LESSONS 65
H MENTOR SURVEY 69
I RULES FOR SMALL GROUP INSTRUCTION 71

ABSTRACT

Decreasing Suspensions in Grades Nine Though Twelve Through the Implementation of a Peace Curriculum. Speirs, Robert A., 1994: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Aggression/Fighting/ Disruptive/In-School Suspensions/Suspensions/High Risk Students/Alternatives to Suspensions/Mentors/Self-Esteem/Peace Studies.

This practicum was designed because out-of-school suspensions as a disciplinary procedure were not effective in changing students' behaviors. The students felt angry and rejected by the teachers, and they did not feel part of the school culture. The practicum offered a peace curriculum designed to be used in content academic areas, small groups, and with mentors.

The writer provided a peace curriculum which includes problem-solving activities which encourage students to develop alternatives to oppositional, defiant, and disruptive behaviors. The peace curriculum offered students the opportunity to participate in class discussion without the fear of failure. It offered students the opportunity to develop fair and just attitudes.

Analysis of the data revealed that out of 292 students referred for discipline, more than 83 students received an alternative form of discipline rather than out-of-school discipline. The cumulative number of out-of-school suspensions received by exceptional education students was reduced. The number of classroom teachers implementing behavior strategies in their classrooms increased because of the introduction of the peace curriculum.

* * * * * * * * *

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (✓) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

5-16-94 (date)

Robert A. Speirs (signature)

CHAPTER I

INTRODUCTION

Description of the Community

The county has six high schools, nine middle schools, and 28 elementary schools. The county is in a rapidly growing southern state. The population of the county is 114,200. The socio-economic composition of the county is within the lower to the upper middle class range. The average household income is $44, 730. The total number of students enrolled in the schools is 51,874. The racial composition of the district is 39,292 White, 6,938 Black, 1,329 Asian, and 64 other.

The school district is governed by an elective school board of five members and administrated by a superintendent. The superintendent is appointed by the school board. The school board currently employs 1888 teachers. The average teacher salary is $31,500 per year, which ranks 50th out of the 67 counties.

The location selected for the practicum is a ninth through twelfth grade high school. The community which the school serves is mostly suburban with a small town atmosphere. There is a population of approximately 34,000 people, 63 % White, 34 % Black, and the remaining 3 % are Hispanic, Asian, and American Indian. The community in which the school is located contains the highest number of minorities in the county. The socio-economic status of the majority of the population is upper middle class to poor. Twenty-three percent of the families within this school zone have incomes below the poverty level.

The high school has a student population of 1769. Fifty-five percent of the students are White, 40 % Black, and the remaining five % are Hispanic, Asian, and American Indian. Forty % of the students attending the high school receive free or reduced priced lunch. This figure indicates that of the 1769 students attending the high school, 775 live with families with incomes at or below the poverty level.

In the writer's high school there are a total of 232 students enrolled in exceptional education courses. This represents fifteen % of the total student enrollment in the high school. These courses include those for the gifted students, moderately/severely handicapped students, and mildly handicapped students. The county serves 9061 exceptional education students. The county maintains a firm commitment to meeting the needs of all exceptional education students and in providing a free and appropriate education in a least restrictive environment.

In addition to the traditional academic subjects, the high school offers other special programs. A special program offered at the high school where the writer works is called the Compact Program. This program uses a cooperative approach between the business community (mentors) and the school district to provide motivational and instructional support for students who arrive in high school with a shortage of skills and a limited history of academic and social success. Although this program has a high success rate in helping undermotivated students, there are limited amount of spaces available for students who are eligible to participate in this program.

The teen-age parent program in cooperation with the local community college, provides parent education classes during the school day. These same classes may include the families of students attending the high school, and hopefully the fathers of the expected or recently delivered children.

The student study team reviewed approximately 420 students during the 1992-1993 school year. The student study team was designed to act as a multidisciplinary team, composed of a school psychologist, social worker, guidance counselor, staffing specialist, administrator(s), and teacher (s) who meet weekly. The students are referred to this team because classroom teachers have specific educational concerns about the students. The student study team reviews the students' records and determines if further evaluation(s) are necessary, and if the students are receiving an appropriate educational program to meet their individual needs.

The primary focus of the student study team agendas during the 1992-1993 school year in the high school were suspension reviews. The highest percentage of students reviewed centered around disciplinary problems. The school does not have a student assistance team. The suspension rate was 22.41%; during the 1991-1992 school year and there were a total of 7,081 disciplinary infractions. Most infractions were for skipping class, disobeying procedures, and disrespect. During the 1992-1993 school year, four students were expelled.

The writer reviewed the referrals of all students who were suspended during the 1992-1993 school year. They were suspended because they violated the school conduct code. The students who were suspended were both exceptional education students and regular education students. The school board requires that student study teams review the cases of all students who receive out-of-school suspensions, or being considered for expulsion. The purpose of the meeting is to review disciplinary records, review interventions, determine further commendations, and options.

Writer's Work Setting and Role

The work setting for the writer is a student study team in one of the high schools in a large county school system. The writer is a staffing specialist (designee for the exceptional education director). Staffing specialists are responsible for supervising student study teams in assigned schools, and training the professional staff in current exceptional education procedures. Staffing specialists are responsible for approving the initial placement, of students into exceptional education programs and reviewing the exceptional education records. They also review students being considered for expulsions and suspensions.

The writer has conducted local workshops for teachers on intervention strategies for students at-risk. The writer started in the field of education as an art teacher in public schools. He remained an art teacher for 10 years where he designed an art curriculum in the school district in which he worked. He also designed and implemented a commercial art program for high school students.

The writer received his master's degree in special education. He taught mentally handicapped children and adults. He also worked with emotionally disturbed adolescents in a residential setting. The writer's experiences in working with exceptional education and regular education, provide a strong foundation for conducting inservice training for teachers.

The writer serves on county level committees and writing teams. He has professionally exhibited his art work. He is listed in the 1992 and 1993 edition of Who's Who in American Education.

He currently serves as a member of a Local Spiritual Assembly, and is Assistant Auxiliary Board Member for the Baha'i Faith.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Out of school suspensions as a disciplinary procedure were not effective in changing students' behaviors. Out-of-school suspensions resulted in unexcused absences which led to failing grades, the loss of credits, and in some cases, non-promotion. The students who were being kept from the classroom often were the students who were receiving failing grades or who were at risk of failing.

A review of records indicated that multiple suspensions as a disciplinary action had no benefit to students who were suspended. The numbers of students who received out-of-school suspensions have increased in the last two years. Students were referred to the discipline office from their classrooms because they were acting oppositional and disruptive. The students often were angry and felt rejected by the classroom teacher, and they did not feel part of the school culture. When they were suspended they felt further alienated and had an increased challenge of becoming part of the school when they returned.

Students who are oppositional and disruptive were not receiving support services needed. Students who had a record of experiencing difficulty in academics, or emotional problems were not receiving the support they needed at the high school level.

Because they had a special need and felt frustrated, they were acting out and received out-of-school suspensions instead of the support they needed. Often classroom teachers felt students do not have a disability if one has not been identified by the time they reach high school. Classroom teachers did not allow modifications for any regular education students, and expected the same academic performance from all students. However; they recognized that the traditional approaches they were implementing in their classrooms were not addressing the individual needs of all students. Regular education teachers have been trained in traditional approaches in the classroom. They did not know how to provide additional support outside the classroom for disruptive students who appear to be academically at risk. The rare efforts to offer students emotional and academic support outside the classroom were inconsistent and limited. The student study team was offering classroom teachers the same interventions for disruptive students after they have been suspended. Without interventions students continue to engage in the same inappropriate behaviors after they return to school from their suspensions.

Teachers felt unprepared to implement behavior intervention strategies with disruptive students. Many of the students who have been suspended have engaged in violent or aggressive acts in the classroom. Because most of the disruptive students reviewed for this practicum were received failing grades, they felt inadequate to function in the traditional classroom setting. They have chosen to act out to gain attention from their teachers and classmates. The emotional and academic frustration experienced by these students impacted their interpersonal relationships. Classroom teachers were frustrated because of the large numbers of students they taught everyday. They did not have time to focus on interpersonal skills in addition to teaching academic subjects. Classroom teachers wanted to address the behavioral issues in addition to the academic weaknesses. Parent participation and support was weak at the high school level.

Parents and students are not recognizing the same problems as the classroom teacher. The classroom teacher, parent, and student were not working together as a team. Students enrolled in exceptional education classes who were suspended had a higher cumulative number of suspensions than their peers in regular education classes who were suspended. Many of the exceptional education students who received multiple suspensions were being suspended for the same infraction. This practice did not prove to be an effective way of changing the students' behavior. The individual education plan should have been addressing any concerns that were impacting the students education due to their disability. The students were being suspended as a disciplinary measure, however their individual education plans were not behavioral concerns. Exceptional education students who are referred to the office and recommended for suspension must be reviewed by the student study team. The student study team has the difficult task of determining if the students disruptive behavior is linked to the student's disability. This is a very difficult task because almost any disruptive behavior can be linked to primary disabilities. The majority of time which is spent by the student study team is spent determining if an out-of-school suspension is justified. The student study team, under the past system, did not have adequate time to plan behavioral interventions.

A majority of students who were receiving out-of-school suspensions were 9th graders. Students who have matriculated from the middle school and were at-risk academically and behaviorally did not receive the support needed to assist them with the transition. A majority of 9th graders who received out-of-school suspensions, were students who were double promoted. They were been promoted from 7th to 9th grade. They experienced difficulty in the 7th grade with their academics. Students were placed in 9th grade based on chronological age.

They were immature and not ready to function in a 9th grade class. They were not motivated. They did not experience success in school, and as a result they had low self esteem.

Problem Documentation

The writer reviewed multidisciplinary team reports, disciplinary system student listings, discipline referral sheets, cumulative records, and teacher interviews as evidence to support this problem.

Results of the discipline system showed that 332 students received out-of-school suspensions during the 1992-1993 school year. This was an increase of 50 students from the 1991 school year. The discipline system student listing is a computer-generated report that compiles all suspensions in the school during the school year (see Appendix A). The report indicates the students name, dates of suspensions received, and students' grade. Out-of-school suspensions are inputted into the county computer program. The data of each school is reviewed by the county on a monthly basis. The amount of students who received out-of-school suspensions in this school were high in comparison to the prior year.

Student study team notes from the 1992 school year showed that 35 exceptional education students who received out-of-school suspensions, received an average of 2.6 suspensions each. This was in comparison to 297 regular education students who received an average of 1.6 out of school suspensions each. Student study team notes reviewed indicated that exceptional education students were receiving multiple suspensions for repeating the same school infractions. Student study team notes also indicated appropriate interventions to address students' behavior concerns were not designed or implemented.

The writer interviewed 10 teachers as part of a survey to determine appropriate resources for the training of staff on how to effectively change the behavior of disruptive students (see Appendix B). Out of the 10 teachers interviewed by the writer during the calendar year of 1992-1993, eight of the teachers stated that their performance as a teacher was impacted by disruptive students. Discipline referral sheets show, classroom teachers referred 415 disruptive students to the office because the classroom teachers felt unprepared to teach disruptive students (see Appendix C).

Results of the discipline system student listings showed that 198 out of the 332 students who received out-of-school suspensions during the 1992-1993 school year were 9th graders. Cumulative records indicated that the majority of 9th grade students who were receiving out-of-school suspensions were also failing their academic subjects. Results of teacher interviews indicated 9th graders were no longer receiving the emotional and academic support services they received in middle school.

Causative Analysis

It is the writer's belief that there are several causes for the problem: Students were referred to the discipline office for acting oppositional, defiant, and disruptive in their class. Because the classroom was overcrowded with students who all required different forms of assistance, the teacher did not have the time to offer individual assistance to disruptive students. The classroom teachers were looking at each student as a separate problem, rather than looking at the overall functioning of the classroom management system. There was not a behavior system in place that created the proper classroom atmosphere. Students did not feel there was an atmosphere of trust that allowed a difference of opinion, and recognized the talents of individual students. Students who

had become disruptive do so because they did not feel part of the learning environment. They did not have ownership in the classroom because they lacked the academic confidence to contribute due to their continuous failure in school. Students who were disruptive were failing their academic subjects and believe their only option was to act out. When they acted out they received immediate recognition from the class for their inappropriate behavior. Their inappropriate behavior then resulted in disruptive students receiving out-of-school suspensions. When they were suspended they felt further alienated from their classmates and teachers.

There was not a school-wide plan for discipline which was consistent and focused on strategies which were aimed at changing the behavior of students. The primary discipline tool administered in the majority of cases were out-of-school suspensions. The difficulty with this practice was that out-of-school suspensions were used in the majority of cases when students were sent to the office. Administrators often tried to counsel students before suspensions were administered, however because of the increasing amount of students who were sent to the discipline office by classroom teachers, it was difficult for the administrators to counsel the majority of students. The individual attempts of teachers, administrators, and support staff were isolated and disconnected, not part of a school-wide plan.

Students who were enrolled in exceptional education classes and received out-of-school suspensions repeated the same inappropriate behaviors when they returned to school from their suspensions. Exceptional education students were aware of their procedural safeguards which insure their rights to a public education.

They used this legal information when they caused problems in the class, and express to the teachers that they could not be expelled because they are exceptionaleducation students. Because they could not be permanently dismissed (suspended for more than 10 days) from the school, they told the teachers it did not matter what they do because they cannot be expelled. The response of exceptional education teachers to disruptive students was to refer students to the discipline office. Exceptional education students who were suspended often had repeated the same infraction. Exceptional education teachers were not employing behavioral strategies which are appropriate for individual needs of the students.

Classroom teachers were working with students who are aggressive, disruptive, oppositional, and defiant were not trained in classroom management. Students' continued failure had reduced their academic confidence. Students felt that their strengths were not recognized by the classroom teacher. They became frustrated and, as a result, became disruptive. Classroom teachers in the high school have been trained in the content areas of their specialization and did not received training in behavioral strategies. Classroom teachers often referred to their own experiences when they were students. They used this as a model on how students should behave in the classroom. Students are living in a different period of time than when classroom teachers attended high school. Students are living in a different period of time that includes such changes as family structures. Classroom teachers were not recognizing the need to be flexible with adapting their teaching styles to special needs of students. Students are faced with challenges such as homeless families, substance abuse, medical concerns, and so forth.

The school did not have a student assistant team. The student study team is the primary multidisciplinary team who reviewed the students' records. Students were

experiencing behavioral difficulties were not reviewed by the student study team until the students were suspended. This did not allow the student study team time to develop plans to help disruptive students change their behavior. The students were reviewed after the suspension. There was not a team that offered support services needed by the disruptive students.

Relationship of the problem to the Literature

A review of the literature gives evidence and documents the fact that out of school suspensions as a disciplinary procedure are not effective in changing students' behaviors. According to Collins (1985) discipline in the schools is constantly ranked as the number one problem by parents, teachers, and administrators today. Collins discussed that the rights of all students, should be a priority of all administrators. The challenge that administrators and teachers are faced with, is how they will address the needs of all students. This means not allowing the majority of students to suffer, because of the continuous disruptions of a few students. The laws have dictated a strong emphasis on human rights. The emphasis on human rights has directed administrators to adopt policies of discipline which include sensitivity to human rights. Rudolph (1984) discusses how students' disruptive behavior can be an all encompassing threat to our present public schools. Students are disruptive in a variety of ways which include talking out, fighting, or being defiant and disobeying rules. Rudolph stresses how out-of-school suspensions are only a temporary solution to the problem of disruptive students. When disruptive students are removed from their classroom through the use out-of-school suspensions, the classroom climate improves.

The improvement of classroom climate is a temporary one because disruptive students return after the out-of-school suspensions expire. The climate of the classroom becomes volatile to change because disruptive students have returned.

Too frequently, schools criticize parents for sending to them children who are untrained and parents in turn criticize schools for not doing a good job. Negative blaming is not useful in raising children (Painter and Corsini, 1990). Painter and Corsini discuss how teachers must develop democratic discipline measures. Because students do not have a part in the development of classroom rules, they do not have the incentive to follow the rules. Students are not taught how to correct mistaken goals, and are not encouraged to the degree which they will work to overcome their frustrations with academics. Classroom teachers have not created an atmosphere that is conducive to learning through individual learning styles. Behavior programs are not designed to assist students with their behavior in the classroom and in the home. Because there is no behavior program for school and home, the parent is not directly involved with their children's behavior in school. Choices of behavior established for the classroom are not being implemented in the home, and vice versa.

According to Short (1988) short term out of school suspensions have too often been used as a convenient and simplistic response to a complex set of problems. It is difficult to rally the support of parents to improve the behavior of their children when the student is sent home with an out-of-school suspension. When students are receiving out-of-school suspensions, they are also receiving a message that they are isolated from other students, teachers, and the school in general. They cannot complete their academic requirements, and they will not learn about their own behavior when it becomes destructive to the classroom. Out-of-school behavior will not change the students'

behavior because they are not being given skills to replace the inappropriate behaviors. Students are only receiving a change of placement on a temporary basis that excludes them from school. A major problem with using suspension as a primary source of discipline according to Leatt (1987) is that students who are candidates for suspension are more likely than other students to have poor attitudes toward academic course work. Students who receive out-of-school suspensions often do not have good study skills, and they do not have the opportunity to make up the work they have missed when out of class. Students who fall behind in their academic work, fail their academic classes. Leatt further indicates when students fail their academic work, they become frustrated and develop a negative attitude which results in inappropriate behavior in the classroom. He supports this claim with the understanding that classroom teachers have not been flexible as to the length and quantity of assignments. Students receiving out-of-school suspensions are not good at problem-solving and need teachers who can deal with them to change their existing behavioral learning habits. Students who are frustrated and negative are not being provided with a supportive environment.

Other literature gives evidence to the existence of concerns with students who are at risk academically and emotionally, and not receiving support services needed. Aggression and violence are not limited to children and youth with identified disabilities (Simpson, 1991). Disruptive students who are frustrated and angry are acting out their emotions in aggressive or violent ways. Simpson further stated that classroom teachers are not being provided with practical suggestions on how to deal with students who are violent or aggressive. He indicated that classroom teachers need help in developing the skills which are necessary to become more competent in preventing situations that

result in students becoming violent or aggressive.

Oppeheimer and Zeigler (1988) investigated this concern and found that disproportionate numbers of low-achieving students experience suspension. They miss the work given in class, and often lose credit and fail their academic subjects. Out-of-school suspensions also create a high level of parent dissatisfaction, because the parents perceive that the school is failing by not meeting the needs of students. Oppenheimer and Zeigler further imply that the perceptions of parents is the schools are avoiding students' needs by sending them away to an out-of-school suspension.

Grice (1986) further supports the notion that parents are unhappy when their students receive out-of-school suspensions. He indicates that suspensions increase the tension between the school and the home, and expose unsupervised students to the perils of the streets. Most parents of the students who are suspended work. This leaves the students unsupervised at home. Students who are unsupervised at home are free to engage in activities in their neighborhoods that may result in inappropriate and, in some cases, illegal activities. Grice stresses that out-of-school suspensions are considered a less desirable tool of discipline because it has the potential to compound the problems of students who may be already having difficulty in school.

Huge (1983) addresses the responsibility that students have not only to maximize effort towards academic achievement; but also must make an effort to behave properly in the classroom. This is possible only when academic and behavior expectations are made clear to them. He indicates that school administrators have not properly addressed this problem. His support is given by review of annual polls on public education. School boards, according to Huge, have not set firm discipline policies that outline a plan that includes input from parents, administrators, teachers, and students. He states that teachers

are not promoting acceptable behavior in students by emphasizing the positive. Rudolph (1984) supported this claim that classroom teachers need to emphasize the positive. He stated all curricular revisions, quality teachers and innovative ideas won't make a difference if the school setting is shrouded by fear, violence or negative attitudes.

Commerford and Jacobson (1987) strongly suggest that many schools have neglected at-risk students by not providing them with the special help and programs that they require. Commerford and Jacobson further state that school administrators have continually discriminated against disruptive students by suspending them and not providing them with the services they need. Out-of school suspensions have become costly and ineffective. Out-of-school suspensions have not proven to be effective in changing students' behavior to produce better work, and socially function without continuously engaging in inappropriate behaviors. Pare (1983) stated " Lack of creativity, in part, accounts for the limited range of disciplinary choices within our school system" (p.61). He states that in too many schools the only options for discipline are stern talks are given by administrators, or out-of-school suspensions. Students receive interrupted educational programming when suspended. It is difficult to do anything for minor behavior infractions if the only forms of discipline are stern talks or out-of-school suspensions. Discipline by itself treats, causes but neglects accountability of behavior. Martin-Hollings (1989) states, " Counseling and discipline share the same goals- yet discipline by itself treats symptoms not causes while counseling by itself treats causes but neglects accountability of behavior " (p. 9). Martin-Hollings suggested that most students who are disruptive and are being suspended drop out of school by 10th grade. Statistically, there is a dramatic decrease in the amount of disciplinary referrals to the office at the beginning of 11th grade.

Researchers have conducted many studies that link teachers who feel unprepared to implement behavior intervention strategies with disruptive students. The Arizona State Department of Education (1990) conducted an investigation on school discipline. The study indicated that 62 % of teachers questioned from the country's two leading teacher associations, felt they were inadequately prepared in college to carry out their responsibilities in the area of classroom management. Bunish (1989) stated, " Students have not developed the interpersonal skills needed to deal effectively with the variety of problems which occur during the school year " (p.3). Burnish focused on the self-esteem of disruptive students. He concluded how the self-esteem of disruptive students was reduced because they were continuously referred to the office when they were disruptive. Students reviewed by Burnish received out-of-school suspensions as a method of discipline, however they were not provided with models of self-discipline and interpersonal relation skills.

Peace education as context refers to an entire school culture that nurtures peaceful values and behaviors (Bjerstedt, 1992). Peace education is taught as text, or direct information related to war and peace. Bjerstedt stressed that students have not learned how to make peace with themselves and others. He further emphasizes that peace education as it is taught remains an isolated theme, and has a limited impact on students. There remains a need for parent participation for teachers to be effective in implementing a peace curriculum. Hostile feelings between subgroups of students becomes inflamed when these feelings are supported by parents (Larsson, 1988). Teachers have a difficult task of teaching students to become peaceful when parents continuously emphasize the difference amongst cultures in a negative way, rather than stress the beauty of diversity of cultures in the world. Larsson also stressed that teachers are not instructing students in conflict resolution strategies to promote peace.

The literature reviewed shows evidence that frequently, implementation of a disciplinary policy for exceptional education students is hampered because there are limited personnel and placement options for students who are frequently involved in disciplinary infractions (Zantal-Weiner, 1988). According to Zantal-Weiner, student study teams are charged with the responsibility of determining if a causal link exists between a child's handicap and the disruptive behavior. It is difficult for student study teams to determine beyond a reasonable doubt to establish such a link. Center (1986) indicated that if there is no direct link between a students' misbehavior and the handicapping condition, the courts will allow a handicapped student to be suspended following the same procedures and legal requirements that apply to handicapped students. Center further stated, " A student can be deprived of education without due process of law " (p.10). Collins (1985) indicates the sheer size of school populations and the emphasis on human rights, especially student rights, require more awareness and safeguards than previously thought. It is questionable whether the diagnostic skills of team members are so accurate and refined that they establish beyond a reasonable doubt if a causal link exists between a child's handicap and disruptive behavior (Zantal-Weiner, 1988).

Teachers are not employing behavioral strategies which include all three components: corrective, preventative, and supportive (Sparks and Stinson, 1991). Students who are at-risk academically and behaviorally, are not provided with opportunities to learn about appropriate behavior. Many classroom teachers of disruptive students are not creating an atmosphere in their classrooms of trust that will foster in at-risk students an attitude of responsibility for the actions of the at-risk student. Individual behavioral goals are not in place for all exceptional education students who are disruptive (Albert, 1990). She also stated that teachers are not receiving inservice training

to learn techniques for solving immediate discipline problems, and long term strategies to assist the classroom teacher to reinforce the appropriate behaviors of disruptive students.

Students who have low self-esteem are more apt to be disruptive in the classroom. They lack the ability to tolerate and reduce anxiety. Disruptive students who are having a difficult time with academic areas feel that the only feedback they receive from their classroom teachers are failing grades and out-of-school suspensions. Huge (1983) stated, " Teachers who use punitive measures to discipline usually face increased inappropriate student behavior. But those classrooms where established procedures are communicated effectively and are understood by both teacher and student, where behavior is rewarded, and where there are solid instructional goals and priorities there is far less disruptive behavior" (p. 4).

Schools have become larger and less personal. High schools may have several thousand students, and each teacher may see 150 or more students everyday (Mosqueda, Palaich, 1990). As a result of the overcrowding of high schools it becomes difficult, if not impossible, for classroom teachers to offer individual assistance to students who are in need of extra help. Classroom teachers feel the impact of stress because they must teach the required course curriculum within time lines. When they stop teaching to offer individualized instruction it makes teaching the 150 or more students a day described by Mosqueda and Palaich an increased burden.

Students most often affected by suspensions were in the greatest need of some sort of socio-educational setting or support service to overcome their deficits or to compensate for a low socio-economic status (Leonard, 1984). The amount of students who are receiving out-of-school suspensions according to Leonard needs to be reduced. He

emphasizes the need for an alternative to out-of-school suspensions. Oppenheimer and Zeigler (1988) indicate that suspension does not appear to be an effective deterrent to repeated behavior infractions. Respect is not always given to students with individual differences. Classroom teachers conclude that a low socio-economic economic background automatically indicates poor morals, values, or a desire to learn (OBiakor, 1992). O'Biakor goes on to say that students who are from a low socio-economic background and are disruptive are often misdiagnosed and improperly instructed. There are often negative assumptions made about them by society and classroom teachers. Changes that have occurred in the American family mean that parents are not as involved in the education of their children as they once were (Weinberger, 1992). Students are missing someone who they can turn to and will lend them emotional as well as academic support if needed. Students are not being taught coping skills in the schools because they are faced with pressures unique to this era (Rhone, 1992). Students who need to learn coping skills and are not receiving them. They exhibit negative behaviors because they have not been taught an alternative to these behaviors. Parents, teachers, and students should be working together as a team (Sullivan, 1992). It is difficult when the parents are working and can not attend meetings at the school. There is a void in students' lives because their parents are working or not living with the students. Sullivan stresses that students need individuals in their lives who are willing to listen to the students' emotional needs and offer academic support.

CHAPTER III

ANTICIPATED OUTCOMES

Goals and Expectations

The following goals and expected outcomes were projected for this practicum.

Goal: Discipline procedures will be modified to reduce out-of-school suspensions and the behavior of at-risk students will improve.

Expected Outcomes

Outcome 1: At least 83 students will receive an alternative form of discipline rather that out-of-school suspension as measured by the disciplinary system student listing (see Appendix A).

Outcome 2: The number of out-of-school suspensions received by 35 exceptional education students will be reduced to an average of 1.6 or less as measured by the discipline system listing (see Appendix A).

Outcome 3: At least 10 classroom teachers will implement behavior strategies with disruptive students as an alternative to office referrals during the 1993-1994 school year (see Appendix C).

Measurement of Outcomes

Outcome 1: The writer counted the total number of students who received out-of-school suspensions indicated on the disciplinary system student listing during the practicum implementation (see Appendix A). Upon completion of the practicum implementation the writer requested a printout from the county which indicated how many students received out-of-school suspensions during the 8-month implementation period of the 1993-1994 school year.

Outcome 2: The discipline system student listing was used to measure the cumulative number of out-of-school suspensions received by individual exceptional education students (see Appendix A). The discipline system student listing did not reveal if students are in an exceptional education program. The writer compared each of the names listed on the discipline system student listing to an exceptional education printout to determine which students were in exceptional education programs. Upon determining which of the students were enrolled in exceptional education classes, the number of suspensions was totaled to determine the average number amount of out-of-school suspensions for ESE students (Learning Disabled, Mentally Disabled, and Emotionally Disabled). The same procedure was used to determine the average number of out-of-school suspensions for regular education students.

Outcome 3: After the practicum implementation the writer will gather data from student assistance team response forms to determine how many students received individual behavioral strategies in the classroom.

CHAPTER IV

SOLUTION STRATEGIES

Discussion and Evaluation of Possible Solution

Out-of-school suspensions as a disciplinary procedure are not effective in changing students' behaviors. Out-of-school suspensions have not been effective in causing a positive change in students' behavior, or to motivate them to produce better work (Comer and Jacobson, 1987). Comer and Jacobson imply that many students have been disruptive and demonstrated behavioral concerns early in their school careers, and yet they did not receive the help they needed. There are certain key elements that are needed to insure student success. These key elements include academic and vocational support services, parent involvement, counseling, and the coordination of all parts (Hollings, 1989). A model for developing a student assistance team, which would offer support services for students, was being investigated by the writer. A program which is called STOP-GAP is discussed by Hollings. He describes how the STOP-GAP program coordinates the services of the administration and guidance counselor to help students develop positive behavior. Counseling interventions are used with parent contact and involvement. Parents can reinforce at home the skills students are learning in the school setting.

The writer was investigating the literature which addresses the students who are suspended and left on their own at home. Students who have been suspended and remain at home without adult supervision have the opportunity to engage in acts more hazardous,

than the behaviors which caused them to become suspended while in school. Rudolph (1984) also pointed out the importance of using counseling formally and informally in his positive discipline project. He suggests that in-school suspension is a way of combining counseling with an academic program. Although students are still being suspended they remain on the campus. They also are not left to themselves at home, but rather are offered academic and emotional support before returning to their classrooms. Short (1988) stated " In-school suspension will be constructive approach used for disciplinary action to help the student learn more about his own behavior when it becomes disruptive and destructive to the educational program" (p.42). Short, who is another advocate of in-school suspension as an alternative to out-of-school suspension points out that students who receive in-school suspensions are still part of the school, and will get credit for their work and hopefully will display changes in their behavior and attitudes.

The writer agrees with Lund (1992) that several subjects be included in the orientation of teaching students about peace. If only one subject is taught, he indicates that students will perceive it as an elective, and the process of teaching peace will become fragmented. Lund pointed out some of the teachers in his study created theme days or peace cabarets. The teachers who were interviewed in Lund's study indicated that peace education needed to be supported by extra curricular activities. One of the interesting ideas mentioned in Lund's article was that some of the students formed a peace association. Lund provides examples for teachers to follow in the different content areas. Teachers of history should provide students with opportunities to reflect about alternative solutions to the decisions made by past rulers and leaders. Teachers of mathematics and science can also provide opportunities for students to reflect about the prospects of how the world will develop and advance without the threat of war. This could include consideration to the environment and different cultures.

The writer supports the recommendation of the literature, which indicates that inservice training must be provided, in order for teachers to develop the necessary classroom management skills. Huge (1983) suggests that inservice training needs to be provided for all teachers in the areas of classroom management to make possible a cohesive team approach. He endorses this notion with the belief that, if teachers reward appropriate behavior, and where there are solid instructional goals there is far less disruptive behavior. He feels that beyond the classroom, policy makers in the district must establish policies that not only recognize inappropriate behaviors and establish consequences; but they must also set policies that recognize positive behavior and reward the good behavior. These policies would insure that all teachers are focusing on the strengths of students. Inservice training was provided to teachers by speakers who were selected by the writer. This was in keeping with the State Education Department of Arizona (1990) who conducted a study on disciplinary guidelines. The study encouraged school districts throughout the state to develop policies that would include both preservice and inservice preparation of teachers to handle the difficult job of classroom management. Teachers of secondary students have a significant influence on their success in school. When teachers believe that their students can achieve, the students appear to be more successful; when teachers believe students can not achieve; this influences their performance in a negative way.

The literature indicates the need to seek or create alternatives to out of school suspensions for handicapped students and behaviorally disordered adolescents. School administrators are charged with the responsibilities of following the mandates of Public Law 94-142, and if a multidisciplinary team can not establish that the students' behavior is, or is not related to the handicapping condition, alternatives to out of school suspension must be sought (Zantal-Weiner, 1988). Center (1986) suggests that in-school suspension

for disruptive exceptional education students, when combined with appropriate educational plans, can offer an appropriate educational experience. The importance of student involvement in educational programming is stressed by Crowley (1991) " Student involvement will assist the process of making the fundamental changes necessary for the integration of behavior disordered aggressive adolescents in mainstream classrooms " (p.4). This view is based on research conducted by Crowley. Crowley has reviewed successful teacher interventions that were recommended as successful interventions by six aggressive adolescents. They felt these interventions helped with their academic and social skills. The primary intervention was when teachers conveyed a clear message of caring to the students. When the students believed that teachers were readjusting the students' work, and offering support to help the students succeed, because they cared, it was clearly perceived as a successful intervention by all students.

The writer selected Oppenheimer and Zeigler (1988) as a reference to address the importance of school climate. They stressed how administrators, teachers, and the entire school population should share in decision-making. Oppenheimer and Zeigler clearly explain that when serious recommendations were made for suspension prevention, and this became a goal, an improvement in students' behavior was noted. One of the successful strategies that was employed was teacher inservice training to assist teachers to develop classroom management. Kennedy (1986) confirmed this finding and added that it is very important to have support of the school board, principal, and the P.T.A. A school-wide plan for the correct school climate that will reduce the amount of suspensions is needed. Kennedy described a school which was designed for secondary students who were disruptive. He informs the reader about an alternative school which offers individual programs, and involves the parents, teachers, and principal. After the students attend the alternative school for the minimum days required, they are reviewed by the principal and

their parents to determine if the students are ready to return to their regular class. The primary focus of this program is to develop a positive self-image so that students will gain a level of responsibility that will be generalized back to their regular class.

Students need to feel that they are part of the class. This can only happen if the atmosphere of the class allows students to express themselves and contribute to the class discussion without the fear of failure. If teachers set academic goals for the students they must provide a positive school climate for them to learn (Dunn, 1990). A summer program was described by Dunn which offered a four-week training course for teachers to develop better classroom management. This program focused on strategies that teachers could use in the classroom as an alternative to out-of-school suspensions. One such strategy was matching students with resources in the community, such as the universities that offer services needed by students. Another is helping students help themselves. This would include assisting students who have behavior problems function in the regular class. The writer used goal-setting as one of the domains in the peace curriculum. Leatt (1987) suggests that students develop a plan of action to help them focus, and win their goals of learning. The students must feel confident that if they make the effort it is highly likely that they will succeed in achieving their academic goals in all classes.

Mentoring is suggested to help develop students' self-confidence. Students would work with a mentor who would be encouraging, goal directed, and inspiring (Stiles, Silva, and Gibbons, 1991). It was reported by Stiles, Silva, and Gibbons that when they interviewed adolescents, the adolescents wanted an adult friend who would listen to them, and one who they could trust. Mentoring is a supportive relationship between a student and an adult. The mentor offers, support, guidance, and assistance as a role model and a friend (Weinberger, 1992). Community members act as positive role models for students, developing a relationship to the extent necessary for the students to realize someone cares

about them as a person. Mentors can acquaint students with resources, and people of different occupational and social worlds (Benard, 1992). Mentors not only reflect on their past, but become involved in learning with students in the present and keep a vision for the future (Sullivan, 1992). She describes some of the activities of mentors. These include building trust with the students, recognizing the strengths of students, and being able to offer the necessary support.

Students must believe that being able to graduate from high school is a goal they are capable of achieving (Quinn, 1991). Many students feel that they will not graduate because they are behind in their academic credits. They also feel because of the continuous suspensions which force them further behind in their academics, the thought of graduation is hopeless. Quinn presents alternatives to suspension and offers strategies to help disruptive students increase their academic achievement. Some of the strategies he offers are peer tutoring, vocational emphasis, and individual counseling. Students need to take an active role in winning their academic and behavioral goals. Collaborative learning is a good strategy to foster team building. Collaborative learning students work with the teacher, each other, and other resources (Wilkes, 1992). The relationship between self-concept and academic achievement does not move in one direction. Self-concept can affect achievement and achievement can affect self-concept (Mincy, Wiener, 1990). To assist in the process of improving the students academic achievement through a good self-concept, Mincy and Wiener suggest that mentors can use peer groups as a tool for youth who are bound together by a common experience. This common experience may be that they feel rejected, and need to belong and be part of the larger group Once the students' self-concept increases, their academic confidence may also increase.

Weinberger (1992) outlines some of the steps to start a successful mentor program. He suggests that there should be a designated place where the mentors meet

with students during weekly sessions. He further suggests that mentors complete a questionnaire to indicate any special interests or talents that may have that might be helpful in matching them with students. Mentors also need to be informed that they will be expected to attend training sessions, accept assistance from school staff, notify the principal if there are any problems with their relationship with students. Weinberger also stated training sessions need to include: how to instill self-esteem, indicators of progress in the relationship, how to read with students, and how to improve listening skills. Bunish (1989) also gave suggestions for counselors to use in group counseling, that may also be used by mentors. He stressed that proper manners should be taught to the students. Parent contact was strongly recommended. Bunish administered the Piers-Harris Scale to all students. The students' responses indicated that they preferred to discover their values, attitudes, and way in which they could handle social situations.

One of the themes related to mentors which was suggested throughout the literature was parent involvement. Mincy (1990) also strongly suggests enlisting support of parents. He points out that parents can provide information about the home and neighborhood attributes that may help the success of the mentor and student matches.

Rhone (1992) discussed that negative behavior of adolescent pupils can be improved through collaborative initiatives. The solution described by Rhone centered around character development. Education kits were used in this pracaticum to teach decision making and critical thinking. She also described how an open non-threatening environment was created and the pupils were actively involved in seeking answers to their questions. After students have many of their questions answered they feel often their confidence increases because they do not have fears and concerns that makes them feel inferior. When students feel more confident and their self-esteem increases they develop self-responsibility. In addition to answering the students' questions teachers, Sparks

(1991) described additional steps to increase students' self-esteem. These steps included teachers believing in themselves and having confidence that they can change the lives of their students. Another step is building on students' decision making skills. He emphasized that teachers should always show respect in their relationship with students.

Basford (1990) supported the need for teachers to show respect to students, so that they are modeling the behavior they expect of their students. He highlights some of the thoughts that teachers should consider. These thoughts include: " Do I permit my students some opportunities without penalty? Do I make positive comments on students work? Do I take special opportunities to praise students for their successes? "

Children become respectful when treated respectfully. Children become responsible by being given responsibility. Children become resourceful if permitted to solve life's problems (Painter and Corsini, 1990). Students need to develop their social interaction skills by stressing the significant influence students can have on their families, when students develop these skills. When students are taught these skills they are learning the process for promoting peace.

Classroom teachers can assist in the process of training children about peace, this involves a little effort of new thinking and paradigm change (Bjerstedt, 1992). Bjerstedt suggests that peace education be aimed at teaching students about peace education that focuses on non-violent interaction with others. In secondary schools, methods of mutual or group problem-solving incorporating peaceful social change provide the basis for continued peace education. A suggestion for teaching peace to secondary students came from Larsson (1988) To develop the problem-solving skills which will eliminate prejudice, Larsson suggests that teachers avoid stereotyping, and that classroom teachers educate children to the fact that all cultures and peoples are in a process of continuous development. Larsson stresses that the home environment is where children learn how to

be cooperative, develop their self-concept, and develop their ideas about fairness and justice. He suggests that teachers can help educate students about fairness and justice through the use of peace heros such as Budda, Gandhi, Martin Luther King, and others. He further suggests that secondary teachers emphasize non-violent social change. In addition, Larsson suggests that teachers encourage their students to discuss, or express what the word peace mean? How can they solve problems in a peaceful way?

One of the justifications the writer has regarding the use of a peace curriculum with disruptive students is supported by Huge (1983). If teachers reward appropriate behavior of students' there is far less disruptive behavior. Crowley (1991) indicated when teachers convey a message to students that they care about them, they help the students to succeed. When students receive a message that someone cares about them, they are learning an attribute of peace.

Description of Selected Solution

A peace curriculum to be used with high school students was developed by the writer. The peace curriculum model (Lund, 1992) was selected because of its examples which can be used in different content areas. The model encourages educators to teach high school students about peace in a variety of curriculum domains. This includes teaching students about peace in special extra curricular activities. The writer was able to build on the specific examples given by Lund, i.e., art education: painting images of peace, language arts: writing about peace, mathematics: showing the costs and capabilities of weapons, science: how industry impacts natural resources, etc.

The writer also selected Hudson (1992) as a resource for developing the peace curriculum. The importance of teaching students about peace in school was explained by

Hudson (1992) who said that " teachers need a peace program that provides useful tools, gets results, is enjoyable, can be used in any subject area, and can be used at any time during the school day." (p.2). Hudson presents his curriculum in different components for use in the classroom, and at home. He offers ideas to the classroom teacher such as bulletin boards that illustrate peace. He also outlines specific activities that teachers can use in their classrooms to foster peace. The lesson plans all focus on concepts that help foster peace. Some of these lesson plans include conflict resolution, making peace with others, and expressing feelings. He presents ideas related to becoming a peaceful person which are very current trends in society. Some of these ideas are: the elimination of prejudice, equality of men and women, and love of humanity. These lessons are woven into the academic areas.

The writer was looking for suggestions that would help students set goals. One of the ways to encourage disruptive students to help themselves was suggested by Leatt (1987). He suggested that students develop a plan of action. Part of this plan allows students to set academic goals. Because the majority of students who are being suspended experience academic difficulty, this plan will help them.

Report of Action

Upon receiving permission from administrators to attend the high school one extra day per week to implement the practicum, the writer met with the principal and guidance counselor to initiate a student assistance team. The writer and guidance counselor, who participated in the practicum, set up a meeting to invite all teachers interested in serving as members of a student assistance team to attend. The student assistance team was implemented to review students who were experiencing academic or emotional difficulty.

The student assistance team agreed with the writer that all referrals to the discipline office would first be reviewed by the counselor. The counselor would decide if the student assistance team could offer support to students, as an alternative to out-of-school suspensions. This support included counseling, mentors, academic evaluations, lessons from the peace curriculum, or other support decided upon through consultation. The student assistance team met once a week to review new cases presented by the guidance counselor. The writer asked the guidance counselor to keep a record of all discipline referral forms (see Appendix C). Discipline referrals which were more severe, i.e. drugs, weapons, violence, were referred directly to the administrator of discipline with the option of the student receiving support in addition to the discipline.

The writer met with the director of volunteers in the county to recruit mentors for the practicum. The director of the volunteers suggested that the writer utilize the "compact program" which uses mentors to help students. The writer designed ten lessons for the second section of the peace curriculum to be used by mentors. The writer gave a copy of the second section of the peace curriculum to the compact teachers to be shared with their mentors. They used the lessons with their students in their classes, and encouraged their mentors to use the peace curriculum with their students. The lessons offered the support needed by the disruptive students, i.e., goal setting: the path to self-improvement, developing skills for controlling anger, and so forth (see Appendix H). The writer provided inservice training to the compact teachers and mentors on how to use the peace curriculum. The director of volunteers for the county asked the writer for a copy of the peace curriculum to use as a guide when training new mentors.

The writer met with the director of alternative education in the county to obtain permission to provide training for the new alternative education teacher (in-school suspension program), who was hired to the serve the high school which the practicum was

being implemented.. The writer provided a copy of section three of the peace curriculum to the alternative education teacher and inservice training on how to use it. Section three of the peace curriculum offers easy to follow lessons, learning about peace, which were designed by the writer to be implemented in small groups (see Appendix F).

The principal informed the writer that students have one class period during the week called "contact period." The contact period is a non instructional time that the classroom teachers act as mentors to small groups. The principal suggested that the writer encourage teachers of the contact period to use section three of the peace curriculum. Section three of the peace curriculum was written to focus on small groups. The writer offered section three of the peace curriculum to all teachers with a "contact period". Section three includes 20 small group activities designed by the writer, for teachers to select from, which includes: respecting others, alternatives to fighting, the importance of attending school, the elimination of prejudice, and so forth (see Appendix F). Two teachers indicated that they allowed the students to make the choice of which lessons were selected from the peace curriculum.

The principal recommended that the writer work with the coordinator of inservice training to schedule training for the entire staff. The writer arranged three inservice training sessions using conflict resolution strategies as an alternative to traditional approaches to discipline. The writer arranged for a behavior management team to meet with exceptional education teachers. The behavior management team offered behavior strategies to the exceptional education teachers that they can use in their classrooms.

The regular education teachers were receptive to the speakers who gave the inservice training on teaching students how to be peaceful. They requested materials which they could use in their classrooms. The exceptional education teachers were receptive to the suggestions of the behavior management team, and incorporated some of

the suggestions into the students individual education plans.

The writer devoted section one of the peace curriculum to include ten lessons in the peace curriculum which are content specific (see Appendix G). The writer provided inservice training to teachers on how to use section one of the peace curriculum by participating in the class. The students were reluctant at first to participate with a new person in the room, but as their interest in the subject grew, their participation increased.

The peace curriculum offered students the opportunity to develop a fair and just attitude. This was accomplished through creative thinking skills. All students were given the opportunity to participate in class discussion without the fear of failure. They also had the opportunity to express themselves in other ways such as the arts. The peace curriculum was used with exceptional education students and with regular education students. The peace curriculum was used with academic subjects, with mentors, and with small group instruction.

CHAPTER V

RESULTS, DISCUSSION, and RECOMMENDATIONS

Results

Out-of-school suspensions as a disciplinary procedure were not effective in changing students behaviors. Students were referred to the discipline office from the classroom because they were acting oppositional and disruptive. The students were angry and felt rejected by the classroom teachers, and they did not feel part of the school culture.

Students who were oppositional and disruptive were not receiving the support services needed. A majority of students who were receiving out-of-school suspensions were 9th graders. Students who matriculated from the middle school and were at-risk academically and behaviorally have not received the support they needed to assist them with the transition.

Students enrolled in exceptional education classes who were suspended had a higher cumulative number of suspensions then their peers in regular education classes who were suspended. Many of the exceptional education students who received multiple suspensions were being suspended for the same infraction. The students were being suspended as a disciplinary measure, however their individual education plans were not always addressing behavioral concerns. Classroom teachers were not allowing modifications for regular education students, and expect the same academic performance from all students.

Classroom teachers did not know how to provide additional support outside the classroom for disruptive students who appeared to be academically at risk. Classroom teachers felt frustrated because of the large numbers of students they teach everyday. They did not have time to focus on interpersonal skills in addition to teaching academic subjects.

Outcomes

Outcome 1: At least 83 students will receive an alternative form of discipline rather than out-of-school suspensions as measured by analayzing data form the disciplinary system student listing. Two hundred nine students received out-of-school suspensions during the 1993-1994 school year compared to a total of 332 in the 1992 school year. This outcome was met.

There was a decrease of 123 out-of-school suspensions as a result of the practicum implementation. The writer believes that the decrease in the number of students being suspended is a result of the staff implementing behavioral strategies in class, as an alternative to referring students to the office.

Outcome 2: The average number of out-of-school suspensions received by 35 exceptional education students will be reduced to 1.6 or less as indicated from data obtained through the discipline system listing. The average number of out-of-school suspensions was reduced to 1.4 prior to implementation, the average number of suspensions was 2.6. This outcome was met.

There was a decrease in the average number of out-of-school suspensions received by exceptional education students when compared to the 1992-1993 average of 2.6.

The writer feels that the decrease of suspensions received by exceptional education students is a result of teachers incorporating behavioral objectives into the students' individual education plans.

Outcome 3: At least 10 classroom teachers will implement behavior strategies with disruptive students as an alternative to office referrals during the 1993-1994 school year. Twelve teachers implemented behavior strategies with disruptive students in their class, only two teachers implemented behavioral strategies during the 1992-1993 school year, prior to the practicum implementation. This was outcome was met.

The outcomes of the practicum were achieved. More than 83 students received an alternative form of discipline rather than out-of-school discipline. The average number of out-of-school suspensions received by exceptional education students was reduced, their suspensions dropped more than the suspension rate of regular education students who participated in the practicum. At least 10 classroom teachers participated in the practicum by implementing the peace curriculum activities in their classrooms, reducing the number of students being referred to the discipline office.

Discussion

The number of disruptive students who received out-of-school suspensions was decreased as a result of the teachers allowing students to feel that they are part of the class. The teachers used the peace curriculum as an alternative to traditional approaches to discipline. By preventing oppositional, defiant, and disruptive behaviors that emerged when students became frustrated because they did not know how to control their behaviors, the peace curriculum offered students the opportunity to develop fair and just attitudes. The activities provided all students the opportunity to participate in class

without the fear of failure.

Although the teachers had the potential to be creative with their teaching, they felt constrained, because they are expected to teach without straying from the curriculum. The peace curriculum was designed by the writer to be used in all academic subjects, in small groups, and with mentors.

The first section of the peace curriculum is content specific and was used in the regular class as part of the subject. Section 1 included activities which were designed for art, language arts, foreign language, history, geography, mathematics, science, and music. The teachers were receptive to teaching the peace curriculum because it was integrated into their curriculums, rather than being taught as fragmented skill. The students enjoyed the opportunity to participate in group problem-solving activities. Students were asked, in their English class, to stretch their thinking and be open minded to new ideas, i.e., "What would the world be like by the year 2020?," "How do females view peace differently from males?" In history class, the teacher asked the students to describe, "Who were heros of peace? In geography, the students studied environmental issues. Students were asked, "Decide on one institution in society which is connected with the international community." They were then asked to make contact with the institution they selected. One of the students selected hospitals, and found out how the organization was connected with the international community. The hospital is reliant on international research of medicine, or obtaining the medicine, or medical supplies from different countries. As a result of the practicum implementation, less students were referred to the discipline office.

The second section of the peace curriculum provided lessons for mentors to use with their students. The writer did not have direct contact with the mentors who were non-instructional staff. The teachers who work with the mentors as part of the "compact

program", reported to the writer, the mentors appreciated having the peace curriculum as a resource to offer students as an alternative to being disruptive. The writer instructed the teachers of the contact program, and the teachers of the compact program instructed the mentors how to use the peace curriculum. The mentors helped the students develop skills for controlling anger. They also implemented other lessons of the peace curriculum which included, respecting others, developing goals, being a team member, avoiding drugs and alcohol, and how to eliminate prejudice. Classroom teachers who served as members of the student assistance team acted as mentors. The writer provided them with the peace curriculum lessons, and answered questions they had on how to implement the curriculum. The guidance counselor, and writer also acted as a mentor to students and implemented lessons from the peace curriculum.

Section 3 of peace curriculum was designed to provide lessons to be implemented with small group instruction. The writer encouraged teachers to use the peace curriculum with small groups when they came to student study team meetings to discuss students who were being disruptive. The writer asked the teachers who were interested in using specific lessons to ask the guidance counselor for a copy. The teachers informed the guidance counselor the outcomes of using the peace curriculum with small group instruction. The guidance counselor also encouraged teachers to use the peace curriculum after reviewing certain discipline referrals. After participating in peace curriculum activities, one of the students who were referred to the discipline office on a continual basis for being disruptive, began to communicate with the teacher in an open and honest way. The student's disruptive behaviors decreased because he felt comfortable participating in the small group activities. The small group activities include rules for the discussion which includes: No put down or ridicule of classmates are allowed, and all students have the option to pass if they choose (see Appendix I).

Unanticipated outcomes: The director of mentor recruitment informed the writer that she wanted a copy of the of the peace curriculum. She wants to use the peace curriculum, as a resource, to train new mentors in the county. The writer met with the director of alternative education to obtain permission to present a copy of the peace curriculum to the new alternative education teacher in the high school. After reading the peace curriculum the director asked the writer if he could include sample copies of lessons from the peace curriculum to be included in a proposal for a state-wide grant to fund programs for non-violence in the schools. The writer agreed and provided the director with lessons from the peace curriculum.

Upon learning that the writer was working a peace curriculum, the administrator of support services staff requested that the writer attend a national conference for student discipline presented by LRP Publications, Alexandria, VA. The writer was able to offer additional, practical alternatives to traditional discipline for students with disabilities, with exceptional education teachers involved in the practicum. The administrator of support services also requested that the writer consider participating on a county-wide committee for alternatives to suspensions.

Recommendations

1) The lessons for each section of the peace curriculum need to be expanded. The teachers should collectively contribute lessons toward the curriculum from their respective subject. Each department in the high school should review each lesson, and determine if the lesson needs to be modified, left unchanged, or replaced. The lessons can be added to each year. The lessons from the mentors should be reviewed by using mentor survey (see Appendix E). Small group lessons of the peace curriculum should be reviewed

by using both teacher and student feedback.

2) The writer developed the lessons of the peace curriculum by targeting specific disruptive behaviors which were noted on disciplinary referral sheets. Further development of lessons can be achieved after teachers communicate specific concerns which may not be listed on the disciplinary referral sheets. Classroom teachers become conditioned to write generic complaints of students without regard to specific concerns which can be addressed through the appropriate intervention.

3) The administration needs to allocate 1 day each week to work directly with the guidance counselor to review disciplinary referrals. The guidance counselor and administrator need to determine if the infraction is so severe, that the student needs to be removed from the school immediately to insure the safety of the student, staff, or other students.

Dissemination

The writer will disseminate the practicum results by offering the peace curriculum to the superintendent. It is the hope of the writer that other high schools in the county consider using the peace curriculum. The writer will give a presentation of the peace curriculum to other staffing specialists in the county who work at high schools. The writer will offer to speak to any of the high school faculties who are interested in implementing the peace curriculum.

REFERENCES

Accelerated Development, Inc. (1990). Effective Discipline in the home and school. (ERIC Document Reproduction Service No. ED 345 169). Muncie, IN: Painter, G. & Córsini, R. J.

American Guidance Service. (1990). Cooperative Discipline: Classroom Management That Promotes Self-Esteem. Teaching Guide (052). Circle Pines, MN: Albert, L. (ERIC Document Reproduction Service No. ED 328 555)

Arizona State Department of Education (1989). Classroom discipline: Report of the superintendent's task force in classroom discipline. ASBA Journal, 19, 4, 19-20. (ERIC Document Reproduction Service No. ED. 327 983)

Association For Supervision and Curriculum Development. (1992). How to mentor in the midst of change (ERIC Document Reproduction Service No. ED 348 635). Alexandria, VA: Sullivan, C.

Basford, L.D. (1992, November). Improving Academic Achievement and Self-Esteem in Secondary Students Through Parental Involvement and Teacher Cooperative Consultation. Paper presented at the Annual Conference of the Tennessee Association on Young Children, Nashville, TN. (ERIC Document Reproduction Service No. ED 323 560)

Bunish, N. T. (1989). Using Group Counseling To Reduce Disruptive Behavior and Enhance the Self-Esteem of Eighth Grade Students. Practicum paper (043) (ERIC Document Reproduction Service No. ED 308 459)

Bureau of Educational Services. (1988). Planning and developing in-school suspension programs. (ERIC Documentation Reproduction Service No. ED 303 875) Athens, GA: Short, P.

Center, D. B. (1986, October). Expulsion and Suspension of Handicapped Children. Paper presented at the meeting of the Mississippi Association of School Administrators, Jackson, MS. (ERIC Document Reproduction Service No. 274 069)

Collins, C. G. (1985, April). In-School Suspensions. Paper presented at the annual meeting of the Council for Exceptional Children, Anaheim, CA. (ERIC Document Reproduction Service No. ED 258 353)

Comerford, D. J. & Jacobson, M. G. (1987). Suspension-- "Capital Punishment for Misdemeanors": The Use of Suspension at Four Suburban Junior High Schools and Viable Alternatives that Could Work. Paper presented at the Annual Meeting of the American Education Research Association, Washington, D.C. (ERIC Documentation Reproduction Service No. ED 287 196)

Council for Exceptional Children. (1991). Programming for aggressive and violent students (ERIC Documentation Reproduction Service No. ED 339 164). Reston, VA: Simpson, R. L.

Crowley, E. P. (1991, April). Mainstreamed Behavior Disordered Adolescents' Perceptions of Teacher Interventions. Paper presented at the annual meeting of the Council for Exceptional Children, Atlanta, GA. (ERIC Document Reproduction Service No. ED 335 814)

Education Commission of the States. (1990). Mentoring Young People Makes a Difference. (ERIC Documentation Reproduction Service No. 317 945). Denver, CO: Mosqueda, P. F.

Hood, M. W. (1992). Mentoring program provides nurturing atmosphere for all adolescents. Schools in the Middle. Spring, 20-22.

Huge, J. (1983). Police your policies on student discipline. Updating School Board Policies, 14, 1-8. (ERIC Document Reproduction Service No. ED 236 790)

Kennedy, R. L. (1986, November). The Suspension School: An Alternative to Suspension. Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN. (ERIC Reproduction Service No. ED 277 138)

Larsson, Y. (1988). Peace and Violence in the School: A Constructive Curriculum. Paper presented to the Foundation for Child and Youth Studies, Rozelle, Australia. (ERIC Document Reproduction Service No. ED 306 157)

Leatt, D. J. (1987). In school suspension programs for at-risk students. OSSC BULLETIN. 30, (7), 1-35. (ERIC Document Reproduction Service No. ED 282 279)

Malmo School of Education. (1992). Peace Education and Traditional School Subjects (ERIC Document Reproduction Service No. ED 351 256). Malmo, Sweden: Bjerstedt, A.

Martin-Hollings, P. (1989). Developing and Implementing a Suspension Team Outreach Program Guidance Administration Pupils In A Secondary School Setting. Practicum paper, 043, (ERIC Document Reproduction Service No. ED 324 116)

Mediaworks LTD. (1992). Stay In--You Win: Module Two. Dropouts: Problems and Solutions. (ERIC Documentation Reproduction Service No. ED 351 632). Alberta, Canada: Media Works.

OBiakor, F. E. (1992, November). At-Risk Youngsters: Methods That Work. Paper presented at the annual conference of the Tennessee Association on Young Children, Nashville, TN.. (ERIC Documentation Reproduction Service No. ED 352 175)

Pare, J. A. (1983). Alternative learning centers: Another option for discipline programs. NASSP Bulletin, 67, 462, 61-67.

Phi Delta Kappa Educational Foundation. (1992). How to start a student mentor program. (ERIC Document Reproduction Service No. ED 348 621). Blommington, IN: Weinberger, S. G.

Portland Public Schools. (1984). Evaluation Report on "Pass". Positive Alternatives to Student Suspensions. (ERIC Document Reproduction Service No. ED 256 772) Portland, OR: Leonard, C.

Portland Public Schools. (1986). Positive Alternatives to School Suspension. Evaluation Report for the Portland Public Schools. (ERIC Documentation Reproduction Service No. ED 276 794). Portland, OR: Grice, M.

Rhone, E. (1992). Improving Negative Behavior in Adolescent Pupils Through Collaborative Initiatives. Practicum paper, (ERIC Documentation Reproduction Service No. ED 346 418)

Rose, T. L. (1988). Current disciplinary practices with handicapped students: Practices with handicapped students: Suspensions and expulsions. Exceptional Children. 25, 3, 230-239.

Rudolph, D. D. (1984, February). Positive disciplinary project. Paper presented at the annual meeting of the National Association of Secondary School Principals, Las Vegas, NV. (ERIC Documentation Reproduction Service No. ED 249 640)

School of Education. (1990). The classroom management & discipline program. (ERIC Documentation Reproduction Service No. ED 316 146) San Marcos, TX: Dunn, M. E.

South Eastern Regional Vision for Education. (1992). Schools for the 21st Century: New roles for teachers and principals (ERIC Documentation Reproduction Service No. ED 345 345). Tallahassee, FL: Wilkes, D.

Sparks, W. G. & Stinson, W. J. (1991, April). Promoting Self-Responsibility and Decision Making with At-Risk Students. Paper presented at the annual meeting of the Alliance for Health, Physical Education, Recreation and Dance, San Francisco, CA. (ERIC Document Reproduction Service No. ED 332 976)

Stiles, D., Silva, A., and Gibbons, D. (1991, May). Young Adolescents Describe the Encouraging Adult Who Would Listen To Them. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL. (ERIC Documentation Reproduction Service No. ED 336 649)

Toronto Board of Education. (1988). Suspension, alternative to suspension and other approaches to discipline. ERIC Documentation Reproduction Service No. ED 308 595). Toronto, Ontario: Oppenheimer, J. & Zeigler, S.

Trumbull, L. (1987). Counseling to Reduce Maladaptive Behavior and Enhance Self-Esteem in the Middle School. (Report No. CG 020 344). Fort Lauderdale, Fl: Nova University Ed.D. Practicum Report.

Urban Institute. (1990). A Mentor, Peer Group, Incentive Model for Helping Underclass Youth. (ERIC Documentation Reproduction Service No. ED 337 524). Washington, D.C: Mincy, R. & Wiener, S. J.

Western Regional Center Drug Free School and Communities. (1992). Mentoring Programs for Urban Youth: Handle with Care. (ERIC Document Reproduction Service No. ED 349 368). San Francisco, CA: Benard, B.

Zantal-Wiener, K. (1988). Disciplinary Exclusion of Special Education Students. (Report No. EC202836). Washington, D.C: Office of Educational Improvement. (ERIC Document Reproduction Services No. ED 295 397)

APPENDIX A

DISCIPLINE SYSTEM STUDENT LISTING

DISCIPLINE SYSTEM STUDENT LISTING

DATE RANGE FROM: OCTOBER 1993 TO: APRIL 1994

OUT OF SCHOOL SUSPENSIONS SCHOOL_____

NAME	STUDENT #	GRADE	DATE

APPENDIX B

TEACHER SURVEY

TEACHER SURVEY

NAME:

SUBJECT:

GRADES:

EXCEPTIONAL EDUCATION TEACHER: YES _____ NO _____

PRIMARY BEHAVIORAL CONCERNS:

DO YOU FEEL PREPARED TO CORRECT THE BEHAVIOR OF DISRUPTIVE STUDENTS? YES _____ NO _____

LIST INTERVENTIONS USED TO CORRECT STUDENTS' BEHAVIOR:

APPENDIX C

DISCIPLINARY REFERRAL FORM

STUDENT REFERRAL FORM

STUDENT NAME_____ DATE_____ ESE:_____YE

STUDENT NUMBER_____ GRADE_____ PERIOD_____ TIME_____ TEAM #_____

TEACHER NAME _____ TEACHER REFERRED BY_____

REASON FOR REFERRAL:

___ (01) Bus Referral
___ (02) Damaging Property
___ (03) Disobeying Procedures
___ (04) Disrespect
___ (05) Disturbing Class
___ (06) Dress Code Violation
___ (07) Fighting
___ (08) Insubordination
___ (09) Leaving Campus
___ (10) Leaving Class
___ (11) Missing Detention
___ (12) Missing Saturday School
___ (13) Open Defiance
___ (14) Persistent Tardies #____
___ (15) Profanity
___ (16) Repeatedly Violating Rules
___ (17) Severe Clause
___ (18) Skipping Class
___ (19) Smoking/Tobacco
___ (20) Stealing
___ (21) Substance Abuse
___ (22) Truancy
___ (23) Verbal/Physical Offens
___ (24) Weapons
___ (25) Other_____

COMMENT(S):_____

_____

WITNESS(ES):_____

TEACHER DISPOSITION (Prior to Current Referral):

___ Conference with Student
___ Parent Contact_____ Date
Parent Conference_____ Date
____Referral to Guidance
____Class Detention
Other _____

COMMENT(S) _____

_____

ADMINISTRATIVE DISPOSITION:

___ (01) Conference with Student/ Verbal Reprimand
___ (02) Telephone Call to Parent(s) M
___ (03) Letter to Parent(s) C
___ (04) Parent Conference Requested
___ (05) Referral to Guidance
___ (06) Recommended for Dropout Prevention
___ (07) Saturday School, Days_____
Dates_____
___ (08) Detention, Days_____
Dates_____
___ (09) In-School Suspension, Days_____
Dates_____
___ (10) Out-Of-School Suspension, Days_____
Dates: Beginning_____Return_____
___ (11) Probation
___ (12) Contract
___ (13) Demerits_____Total_____
___ (14) Bus Warning
___ (15) Bus Probation
___ (16) Bus Suspension, Days_____
Dates: Beginning_____ Return_____
___ (17) Bus Expulsion, Dates_____
___ (18) Recommended for Expulsion
___ (19) Not Recommended for Expulsion
___ (20) Law Enforcement Intervention
___ (21) Corporal Punishment/Witness:_____
___ (22) Other_____

COMMENT(S): _____

_____

ENT NAME_____ PHONE # (h)_____ (w)_____

STUDENT SIGNATURE_____ DATE_____ TIME_____

PARENT SIGNATURE_____

ADMINISTRATOR SIGNATURE_____ ADMIN #_____ DATE_____

SCS Form # 835 (Rev. 8/93) Distribute: White: School Yellow: Referrer Pink: Student Gold: Guidance

APPENDIX D

STUDENT ASSISTANCE TEAM RESPONSE FORM

STUDENT ASSISTANCE TEAM RESPONSE FORM

DATE:

TEACHER:

SUBJECT:

STUDENT: GRADE:

BEHAVIORAL CONCERN:

INTERVENTION RECOMMENDED:

RESULTS OF INTERVENTION:

APPENDIX E

LESSONS FOR MENTORS

LESSON PLAN OF THE PEACE CURRICULUM

Lessons for Mentors

Lesson Number 9

Lesson Title: Elimination of Prejudice

I PROBLEM: Student is separated from classmates because of racial prejudice.

II OBJECTIVE: Student will discuss and become aware of why racial prejudice is wrong.

III PROCEDURE:

Mentor will ask student the following questions listed below:

1. Mentor will ask student, " Describe situations which have divided students because of racial differences."
2. Mentor will ask student, " Describe differences between races, i.e., language, physical differences, foods, music, etc.
3. Mentor will ask student, " Describe some of the commonalities amongst all races."
4. Mentor will ask student, " Do you have a friend from a different race?", " What things do you share in common?".
5. Mentor will ask student, " What do you think needs to happen in your school to eliminate prejudice?"
6. Mentor will ask student, " What can you personally do to unite the races?"

LESSON PLAN OF THE PEACE CURRICULUM

Lessons for Mentors

Lesson Number 3

Lesson Title: Goal Setting: The Path to Self Improvement

I OBJECTIVE: Students will be encouraged to develop a plan of action to help improve their performance in school

II PROCEDURE:

1. Student will complete the goal setting inventory.

2. Students will share their goal setting inventory with their mentor.

3. Mentor and student will develop a plan that will help the student with their performance in class.

4. Mentor and student will review goals of plan after 3 weeks of implementation to determine if the goals were met or need to be revised.

LESSON PLAN OF THE PEACE CURRICULUM
Lessons for Mentors

Lesson Number 7

Lesson Title: Learning to Develop Empathy for Others

I PROBLEM: Student does not express happiness for the joy of a classmate, or sadness about a classmate's unhappiness.

II OBJECTIVE: Student will learn to develop empathy (Feeling good about someone else's joy, and sad about another's unhappiness).

III PROCEDURE:

1. Mentor will share story, " A Kind Man" described below with student. The story describes empathy and understanding.

A Kind Man

His kind heart went out to all those who were ill. If he could alleviate pain or discomfort, He set out to do so. One old couple who were ill in bed for a month had twenty visits from the Kind Man during that time. He daily sent a servant to inquire about the welfare of the ill, and as there was no special hospital in the town. He paid a doctor a regular salary to look after the poor. The doctor was instructed not to tell who provided this service. When a poor and crippled woman was shunned upon contracting measles, the Kind Man, on being informed, immediately engaged a woman to care for her; took a room, put comfortable bedding (His own) into it, called the doctor, sent for food and everything she needed. He went to see that she had every attention, and when she died in peace and comfort, it was the Kind Man who arranged her simple funeral, paying all charges.

2. Mentor will ask the student to think of someone who has demonstrated a kind act which is similar to the one described in the story.

3. Mentor will ask student, " Can you recall a situation recently when you felt happy because something good happened to another person? Did you tell the person? Can you describe a situation recently that another person was unhappy and you felt sad? Did you tell the person?"

APPENDIX F

LESSONS FOR SMALL GROUPS

LESSON PLAN OF THE PEACE CURRICULUM

Lesson Number 1

Lesson Title: Respect for Others

I Problem: Student ridicules teacher or other classmates

II Causes: Student does not understand how to make a positive contribution in the classroom. Student is reliant on negative behaviors to gain recognition.

III Solutions: Student consultation (a discussion that allows everyone to participate without the risk of failure). The discussion will center on the importance of being respectful to others.

1) Establish rules for the discussion
   a. No put downs or ridicule of classmates are allowed.
   b. Everyone will be personally asked to make a contribution to the discussion if they choose, if not
   c. they will have the option to pass.

2) Discuss

   a. What is the definition of respect (Students' opinions).

   b. Ask students to make mention one person in their lives that they respect. Why do they respect that person?

   c. Have students create 10 rules for their class that will be posted in their classroom. One of the rules should be to " Respect others!"

   d. Teachers could consider offering students grade points for their participation in class that would being considerate of others. Students can earn points for behavior difficulties in the past the classroom teacher can give public praise to students who are cooperating and contributing to the class by controlling their behavior.

LESSON PLAN OF THE PEACE CURRICULUM

Lesson Number 4

Lesson Title: The Elimination of Profanity

I Problem. Students use profanity in the school setting.

II Causes. Students do not understand how to substitute profanity with words that are acceptable and intelligent language.

III Solutions:

1) Establish rules for the discussion
   a. No put downs or ridicule of classmates are allowed.
   b. Everyone will be personally asked to make a contribution to the discussion if they choose, if not
   c. They will have the option to pass.

2) Classroom teacher will ask students to arrange their seats in groups of four. The teacher will distribute a problem statement to each group. The problem statement will focus on a situation that would cause people to become angry (i.e. someone states in front of your friends that you're really stupid!).

3) Each group will agree on one person in their group that will take notes (the recorder).
   Each group will discuss alternative responses to profanity to express their anger or disappointment.
   The recorder will write down all the alternative responses to profanity that can be used to communicate disappointed or angry.

4) The recorder will share the idea of their group with the class. The teacher will write the responses of each group on the chalkboard.

LESSON PLAN OF THE PEACE CURRICULUM

Lesson Number 15

Lesson Title The Significance of Honesty

I Problem. Some of the students consciously make the choice not to be honest.

II Causes. Some of the students have not learned to be honest.
They do not keep their promises.
They have not learned to be sincere.

III Solutions.

1) Establish rules for discussion.

2) Teachers will ask students to arrange their seats in groups of four.

3) Each group will define the term " Honesty ".

4) Each group will discuss how they know if someone is not being truthful.

5) Each group will discuss examples of dishonesty in the media.

6) Teacher will ask groups to list three reasons why people are dishonest.

7) Teacher will ask the groups to brainstorm three methods that can be used to reverse the dishonest behaviors of individuals.

8) Teacher will write the ideas of each group on the chalkboard.

APPENDIX G

CONTENT SPECIFIC LESSONS

PEACE CURRICULUM
FOR THE CLASSROOM TEACHER

SUBJECT: HISTORY

LESSON 5 Developing the knowledge necessary for world citizenship

BACKGROUND:

History taught from a traditional stance of ethnocentrism reinforces prejudice. If students are learning unbridled nationalism which becomes fanatic, the results can be barriers to world peace. Students need to be aware that war is not pretty, and it should not be idolized. Students need to be given all perspectives of war. The many perspectives of war should include the soldiers who carry the battle scars, and family who have lost loved ones in the war. Students also need to be taught how conflicts may be resolved in a peaceful way without resorting to violence.

ACTIVITY:

Objectives: History will be taught to students to counteract the unrealistic glorification of aggression and foster the importance of peace.

Procedures:

1. Students will discuss historical events form other points of view than National or the Western ones.

2. Students will discuss which significant changes occurred in the world because of accidents? Which occurred because of human decisions?

SUBJECT: LANGUAGE ARTS

LESSON 3 Writing about peace

BACKGROUND:

English literature has a lot of conflict in it. Students can analyze the literature to gain an understanding of processes which lead to the conflict. When the students begin to gain a better understanding of the causes of conflict in the literature they will discover ways to develop conflict resolution strategies.

ACTIVITY:

Concept: Students will write an essay for peace. They will begin by looking at causes for disunity. After they learned the causes for disunity they will begin to write an essay that describes the prerequisites to peace.

Topics for essays:

1. How is the racism in Africa similar to the racism in my local community?
2. Why is peace important to me as a teenager.
3. How must the movie, TV, and newspaper industries change to become agents of peace?
4. What will be different in the world in the year 2020? What will need to change?
5. Why is the equality of men and women a prerequisite to world peace?
6. Why is the elimination of prejudice a prerequisite to world peace?

SUBJECT: GEOGRAPHY

LESSON 6

BACKGROUND:

Geography has traditionally looked at environmental issues. It has looked at geography of crime and the geography of disease. It certainly has looked at the geography of war, but emphasis has not been placed on the geography of peace, until recently. International peace talks and negotiations have prompted the geography of peace. Americans are receiving a geography education through the media about countries in the past were not known to the majority of Americans. It is vital to the unity of the world that all countries engage in peace talks, and begin to join the world community in the quest for world peace.

ACTIVITY:

Objectives:

1. Students will understand how all institutions (i.e. schools, hospitals, businesses,etc.) are interrelated at the local level.
2. They will understand how the institutions are interrelated at the national level.
3. They will understand how institutions need to be interrelated at the international level.

BEST COPY AVAILABLE

APPENDIX H

MENTOR SURVEY

MENTOR SURVEY

DATE

SCHOOL _____

MENTOR'S NAME _____

NAME OF STUDENT _____

HELPED STUDENT WITH : ACADEMIC _____ EMOTIONAL _____

OTHER _____

STUDENT HAS DEMONSTRATED IMPROVEMENT : YES_____ NO_____

LESSONS FROM THE PEACE CURRICULUM OFFERED YOU MENTOR A PLAN THAT HELPED REDUCED STUDENTS' DISRUPTIVE BEHAVIORS

YES ____ NO _____

YOUR STUDENT HAS IMPROVED THEIR ACADEMICS _____

BEHAVIOR_____ OTHER_____

WHICH STRATEGIES DID YOU USE THAT HELPED YOUR STUDENT?

WHAT AREA DO YOU NEED GUIDANCE IN TO HELP IMPROVE THE BEHAVIOR OF YOUR STUDENT?

APPENDIX I

RULES FOR SMALL GROUP INSTRUCTION

LESSON PLAN OF THE PEACE CURRICULUM

Lesson Number 1

Lesson Title: Respect for Others

I Problem: Student ridicules teacher or other classmates

II Causes: Student does not understand how to make a positive contribution in the classroom. Student is reliant on negative behaviors to gain recognition.

III Solutions: Student consultation (a discussion that allows everyone to participate without the risk of failure). The discussion will center on the importance of being respectful to others.

1) Establish rules for the discussion
   a. No put downs or ridicule of classmates are allowed.
   b. Everyone will be personally asked to make a contribution to the discussion if they choose, if not
   c. they will have the option to pass.

2) Discuss

   a. What is the definition of respect (Students' opinions).

   b. Ask students to make mention one person in their lives that they respect. Why do they respect that person?

   c. Have students create 10 rules for their class that will be posted in their classroom. One of the rules should be to " Respect others!"

   d. Teachers could consider offering students grade points for their participation in class that would being considerate of others. Students can earn points for behavior difficulties in the past the classroom teacher can give public praise to students who are cooperating and contributing to the class by controlling their behavior.